

ALBERTA CORRESPONDENCE SCHOOL

MAILING INSTRUCTIONS FOR CORRESPONDENCE ASSIGNMENT BOOKLET

1. BEFORE MAILING YOUR ASSIGNMENT BOOKLET PLEASE SEE THAT:

- (1) All assignments are completed. If not, explain why.
- (2) Your work has been re-read to ensure accuracy in spelling and details.
- (3) The booklet cover is filled out and the correct module label is attached.

2. POSTAGE REGULATIONS

Do **not** enclose letters with Assignments Booklets.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your Assignment Booklet to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence Assignment Booklets will travel faster if first-class postage is used.

Try to mail each Assignment Booklet as soon as it has been completed.

When you register for correspondence courses, you are expected to send Assignment Booklets for correction regularly. Do not send more than one Assignment Booklet in one subject at the same time.

MODULE 6

CAREER AND LIFE MANAGEMENT 20



HUMAN SEXUALITY ASSIGNMENT BOOKLET

Career and Life Management 20
Assignment Booklet
Unit 6
Human Sexuality
Alberta Correspondence School
ISBN No. 0-7741-0092-3

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Your mark on this module will be determined by how well you do your assignments in this booklet.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate section.

There are two sections in this assignment booklet. The total value of these assignments is 100 marks. The value of each section is stated in the left margin.

Do any rough work on your own paper.

Be sure to proofread each assignment carefully.

Faxing?

If you are using a facsimile machine to submit your work, be sure to fill in the information at the bottom of every response page.

FOR TEACHER’S USE ONLY





Summary

	Total Possible Marks	Your Mark
Section 1	40	
Section 2	60	
	100	

Teacher’s Comments

Criteria for Evaluation

The assignments in this booklet will be graded according to the following general criteria.

-  Your answers should show that you understand the terms and concepts covered in the course.
-  Your answers should show that you are attempting, whenever possible, to apply concepts and skills you have learned to your own life and to situations you observe.
-  Your answers should show that you have given each question considerable thought and effort.
-  Try to answer the questions in this Assignment Booklet in complete sentences where appropriate. Give examples to help make your definitions and explanations clearer.

Only questions in this Assignment Booklet are required to be submitted for evaluation.

40

?
1

Section 1: You as a Sexual Being

What is Sexuality? Gender Roles: Assignment

This assignment will give you an opportunity to analyze how the media portrays sexual images and identities, especially with regard to one's masculinity/femininity.

Complete either Part A or Part B.

PART A

Create two collages using pictures and advertisements collected from magazines. One will depict *femaleness*; the other will depict *maleness* as portrayed in advertising. Determine whether the products being advertised are intended for females or males, and then put that advertisement or product picture in the appropriate collage.

When your collages are complete, be sure to write your name on the back of them and submit them with this Assignment Booklet.

- a. On the response page provided, list the magazines used to complete your collages.
- b. Answer the following questions.
 - (1) What image(s) you think the advertisers are trying to sell in terms of sexuality?
 - (2) What do your collages say about masculine and feminine characteristics as they are commonly portrayed in advertising?
 - (3) How do you think these types of perceptions might influence people your age or younger?

Rough Work

(Marks will not be given for work on this page.)



What is Sexuality? Gender Roles (Part A): Response Page

a. _____

b. (1) _____

(2) _____

(3) _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**What is Sexuality? Gender Roles (Part A): Assignment (continued)**

- (4) What products might people purchase because they believe these products might enhance their sexuality?
- (5) Explain how you feel personally about the way members of your gender are portrayed in the ads?
- (6) Explain how you feel personally about the way members of the opposite gender are portrayed by the ads?

End of Part A



What is Sexuality? Gender Roles (Part A): Response Page

(4) _____

(5) _____

(6) _____

End of Part A

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____



What is Sexuality? Gender Roles: Assignment

PART B

(If you did Part A, do not do Part B.)

Watch a television drama or action show or movie with a story line. Choose two characters — one male and one female — and follow their actions throughout the story. It will be important to watch for displays of sexuality, especially the gender roles the characters play.

Use the following questions as guidelines for your observations. Not all questions will be answered, and you may also notice other sexual images that are not described below.

- What types of clothing were the characters wearing?
 - Describe their roles.
 - How did they relate to other males/females in the show?
 - What kinds of sexual behaviors, if any, did you notice?
 - Did the females and males seem to value the same things?
 - What kinds of personalities did your characters have?
 - Did you notice either character express his or her feelings?
- a. State the name of the television show or movie.
- b. Using the questions above as your guide, write a brief composition describing the kinds of male and female role behaviors the two characters portrayed. You may respond in point form, using the seven questions above and may add additional examples relating to sexuality that you noticed.



What is Sexuality? Gender Roles (Part B): Response Page

a. _____

b. _____

100

100

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**What is Sexuality? Gender Roles (Part B): Assignment (continued)**

- c. Did the person of the same gender as yourself act, react, or display his/her sexuality in a manner similar to your own? Explain the similarities or differences.

End of Part B



What is Sexuality? Gender Roles (Part B): Response Page

c. Differences: _____

Similarities: _____

End of Part B

Name of Student	_____	Student I.D.#	_____
Name of School	_____	Date	_____



Section 1: You as a Sexual Being

To Be a Man; To Be a Woman: Assignment

Complete either Part A or Part B.

Part A: Describe what it means to be a man.

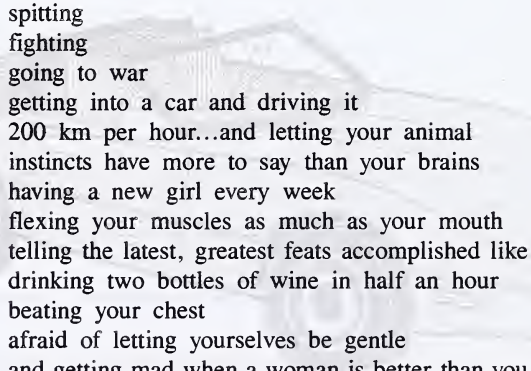
Part B: Describe what it means to be a woman.

Your own gender does not determine which part of this assignment you may answer. Both males and females may respond to Part A or Part B.

Use the response page provided to describe what being male or female means to you. As you complete this exercise, think about how traditional or egalitarian your attitudes towards gender roles and behavior are.

Your answer may take the form of a series of point form ideas, a paragraph, a poem, or a poster. If you choose to create a poster, write your name on the reverse of the poster and submit it with this Assignment Booklet.

Read the following poem, which illustrates one possible way to complete this assignment. It was written by a high school female, but was written for males to consider.



Do you think that
slapping each other on the back
cursing
spitting
fighting
going to war
getting into a car and driving it
200 km per hour...and letting your animal
instincts have more to say than your brains
having a new girl every week
flexing your muscles as much as your mouth
telling the latest, greatest feats accomplished like
drinking two bottles of wine in half an hour
beating your chest
afraid of letting yourselves be gentle
and getting mad when a woman is better than you
IS REALLY BEING A MAN??????????



To Be a Man; To Be a Woman: Response Page

Being a _____ Means...

[illegible]

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____



Section 1: You as a Sexual Being

Love and Intimacy: Assignment

Using pictures from magazines and newspapers, or your own illustrations, design a poster or collage completing the unfinished sentence, “Love is”

Your answers may be serious, humorous, or a mixture of each, but some of them should show the relationship between intimacy and love. You may wish to complete ten or more responses to use as a guide prior to designing your poster or collage.

A wide range of impressions and possible completions may be gained by asking your friends, parents, or other family members for their ideas. Another source of inspiration may be the lyrics of songs, both new and old. Yet another source of ideas may be found in your local or school library. Ask the librarian for a copy of a book of quotations, and look up some of the famous quotes about love from world-renowned authors and poets.

Write your name on the back of the collage and submit it with this Assignment Booklet.



Section 1: You as a Sexual Being

Dealing With Sexual Pressures: Assignment

The *Distance Education Weekly*, impressed with the level of expertise shown in your answers during Module 6, has decided to offer you the position of correspondent to their weekly newspaper.

Your first assignment as cub reporter, is to provide a report for the **Lifestyles** section of the newspaper. The report, which builds on the information you have gained throughout the Career and Life Management 20 course, is to have this title:

Sexual Pressures: A Survival Guide for the '90s

The article, to be aimed at teens ages 15-19, will provide practical suggestions on how to handle sexual pressures, reduce these pressures, and make personally responsible decisions.

So that it will be readable for a wide range of teens, the article may be written in point form and should include examples to support the seven to ten suggestions you make.

You are welcome to seek input from parents, teachers, and other teens, and to use information presented in parts of Module 6 and other Career and Life Management 20 modules.

Rough Work

(Marks will not be given for work on this page.)



Section 2: Sexuality, Lifestyles, and Society

Sexual Decision Making: Assignment

In the Overview to Module 6, you read a brief case study about Todd.

Todd is a seventeen year old high school senior who has never been involved in a sexual relationship, and who wonders if all the guys he hears “bragging” about their exploits are telling the truth or not. The more he listens to his friends, the more he’s convinced that most are just inventing stories to make points with the others in the group, but some must be telling the truth, and he wonders how he would deal with the situation if it ever presented itself in his dating relationship.

Todd has been raised in a family environment which stresses self-respect and respect for others. He himself has set some pretty high standards for his own behavior toward others and some equally high goals for himself with respect to his future educational and occupational plans.

This year, however, the pressures within his dating relationship have caused some confusion and stress for him. He and Amanda have been dating for several months and the relationship has become increasingly intimate, both emotionally and physically. In addition, the same friends he hears talking about their relationships, have been increasing their pressure on him to “make the big move.” Even though he realizes that any decision about increasing the level of physical intimacy in the relationship is not his to make alone, he feels that he needs to at least make a personal decision about what he feels might be right for himself and Amanda.

Using the decision-making chart on the response page, work through Todd’s decision with him. If you need to review the decision-making steps or assertiveness, use the information in Module 1: Self-Awareness. You may also refer to portions of Module 6 entitled “Decision Making in Relationships,” “Sexual Decisions and Responsibility,” and “Sexual Decisions and Lifestyle.”

- a. What is Todd’s problem? (What decision is he trying to make?)
- b. What are his alternatives? (What are the basic choices he can choose to make?)

**Sexual Decision Making: Response Page**

a. _____

b. _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**Sexual Decision Making: Assignment (continued)**

- c. From the alternatives you listed in b, Todd must decide which to choose? Consider the possible positive and negative consequences of each alternative. Room is available on the response pages for analyzing two alternatives. If you have identified further alternatives, please add extra pages as you need.

(1) Alternative 1:

- (a) List as many positive consequences as you can for this alternative.
- (b) List as many negative consequences as you can for this alternative.



Sexual Decision Making: Response Page

c. (1) (a) _____

(b) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**Sexual Decision Making: Assignment (continued)**

c. (2) Alternative 2:

- (a) List as many positive consequences as you can for this alternative.
- (b) List as many negative consequences as you can for this alternative.



Sexual Decision Making: Response Page

c. (2) (a) _____

(b) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**Sexual Decision Making: Assignment (continued)**

- d. Which choice of alternative would you make if you were Todd? Explain how you weighed the alternatives to arrive at this decision.

**Sexual Decision Making: Response Page**

d. _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**Sexual Decision Making: Assignment (continued)**

- e. Usually, the next step is to put plans into action. With regard to this step, answer the following questions about Todd's and Amanda's possible decision.
- (1) If Todd and Amanda choose to have sexual intercourse, what other decisions will they likely have to make in the future?
 - (2) If Todd and Amanda choose not to include sexual intercourse in their relationship, what other decisions will they likely have to make in the future?
 - (3) If Todd and Amanda choose not to be sexually intimate, what could they do to help them deal with the pressures — both within themselves and from others — to change their minds?



Sexual Decision Making: Response Page

e. (1) _____

(2) _____

(3) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____



Section 2: Sexuality, Lifestyles, and Society

Sexually Transmitted Diseases: Assignment

- a. Using the information found in your textbook, *Sexuality: A Responsible Approach* and/or pamphlets from local Health Units, identify and list the causes, symptoms, effects, long term consequences, and methods of treatment for the sexually transmitted diseases listed in the chart on the following response pages.



Sexually Transmitted Diseases: Response Page

STD	Cause	Signs/Symptoms	Effects	Treatment
Gonorrhea				
Syphilis				
Herpes				

Name of Student _____

Student I.D.# _____

Name of School _____

Date _____

Rough Work

(Marks will not be given for work on this page.)



Sexually Transmitted Diseases: Response Page

STD	Cause	Signs/Symptoms	Effects	Treatment
Chlamydia				
Trichomoniasis				
Moniliasis				

Name of Student _____

Student I.D.# _____

Name of School _____

Date _____

Rough Work

(Marks will not be given for work on this page.)



Sexually Transmitted Diseases: Response Page

STD	Cause	Signs/Symptoms	Effects	Treatment
Genital Warts				
Pubic Lice				

Name of Student _____

Student I.D.# _____

Name of School _____

Date _____

**Sexually Transmitted Diseases: Assignment (continued)**

- b. Read each of the sentences listed below and indicate on the response page whether each of the statements is **True** or **False**. In the space provided, change each statement that you have identified as false so that it reads as a true statement.

- (1) STD's are only a problem for young people.
- (2) Thanks to modern medicine, STD infections are declining in importance.
- (3) You can get most STD's from towels, toilet seats, doorknobs, and sharing lipstick.
- (4) All STD's are curable.
- (5) Many women show few symptoms of being infected with gonorrhea.
- (6) Canada's most rapidly increasing STD is herpes.

**Sexually Transmitted Diseases: Response Page**

b. (1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

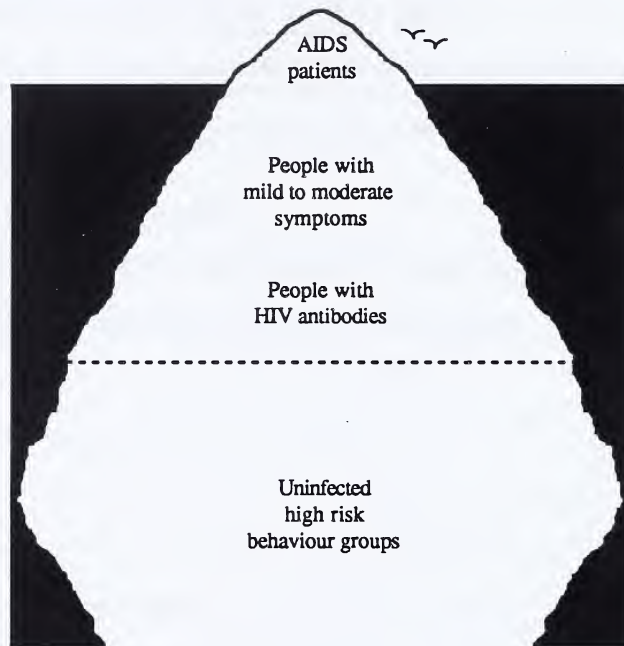


Section 2: Sexuality, Lifestyles, and Society

Acquired Immune Deficiency Syndrome (AIDS): Assignment

- a. Examine the diagram below, and then answer the questions which follow, based on this diagram.

The AIDS iceberg¹



- (1) AIDS researchers often use the *iceberg* as the symbol of AIDS and HIV. Why do you think they chose this symbol?
- (2) In your own words, explain the message contained in the diagram.

¹Edmonton Board of Health for excerpts from *Nursing Division AIDS Teaching Unit*. Developed by Janice Baynron, Sherry Hayward, Agnes Honish, Mary Masson, Laura Moore-Dempsey, Vel Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health.



Acquired Immune Deficiency Syndrome (AIDS): Response Page

a. (1) _____

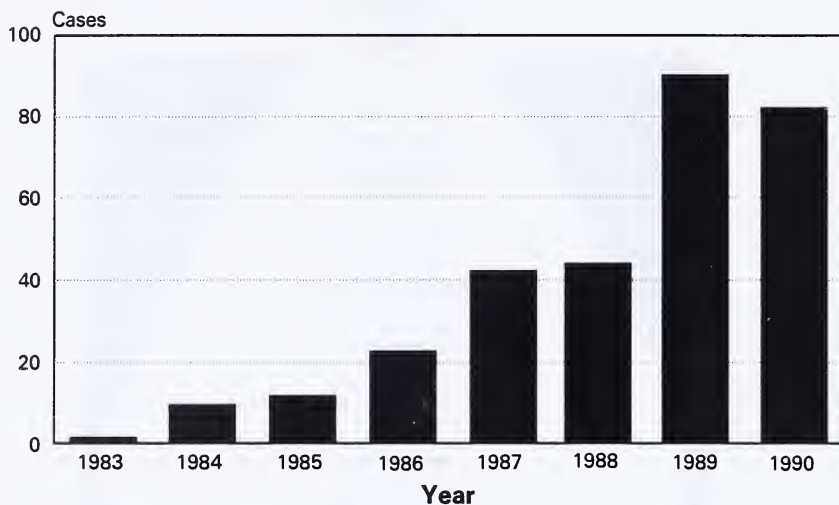
(2) _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**Acquired Immune Deficiency Syndrome (AIDS): Assignment (continued)**

- b. Examine the graph below and then answer the questions which follow.

ALBERTA: AIDS SUMMARY¹**New Cases by Year to 1989**

- (1) After surveying and comparing the figures reported above, describe the trend shown in reported new AIDS cases over the last eight years. Be specific; noting an upward trend is not a detailed enough answer.
- (2) The graph only shows the number of new cases of AIDS; it does not show the number of people who may have tested positive for the AIDS virus, HIV. Given what you have learned by looking at the Iceberg diagram in part a of this exercise, how do you think the total number of possible victims of the virus in these years would compare to the number of known cases of AIDS? Explain your answer.

¹Edmonton Board of Health for excerpts from *Nursing Division AIDS Teaching Unit*. Developed by Janice Baynron, Sherry Hayward, Agnes Honish, Mary Masson, Laura Moore-Dempsey, Vel Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health, Edmonton, Alberta.



Acquired Immune Deficiency Syndrome (AIDS): Response Page

b. (1) _____

(2) _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

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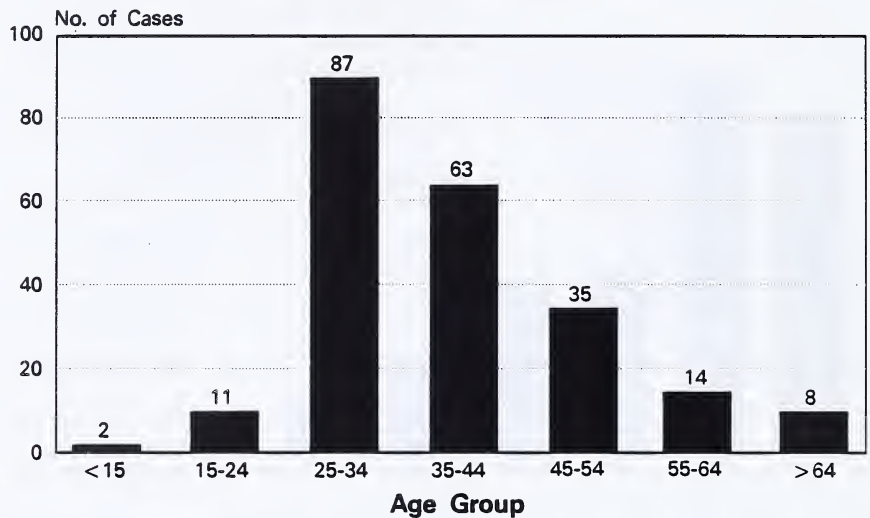
7

Acquired Immune Deficiency Syndrome (AIDS): Assignment (continued)

c. Examine the graph below and answer the questions which follow.

ALBERTA: AIDS¹

Age Distribution to 1989



- (1) What age group is at the highest risk for AIDS according to the chart?
- (2) Why do you think this age group is at the highest risk?
- (3) Considering that it may take up to ten years for symptoms of AIDS to become evident, during what age range did the highest risk age group likely come into contact with HIV?
- (4) What is the likely cause of AIDS among the group under the age of 15?

¹Edmonton Board of Health for excerpts from *Nursing Division AIDS Teaching Unit*. Developed by Janice Baynron, Sherry Hayward, Agnes Honish, Mary Masson, Laura Moore-Dempsey, Vel Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health.



Acquired Immune Deficiency Syndrome (AIDS): Response Page

- c. (1) _____

- (2) _____

- (3) _____

- (4) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____



Section 2: Sexuality, Lifestyles, and Society

AIDS: A Case Study: Assignment¹

Read the following case study and then answer the questions which follow.

Several years ago, while on a trip to the Caribbean with his family, Fraser was involved in a car accident. During an operation, he required a blood transfusion. It was a transfusion which would change his life.

Now, as he enters his last year of high school, he has been told that the results of medical tests done during the summer show that he has AIDS.

Although quite ill during most of August and part of September, he has now returned to school, very tired, but feeling ready to continue his classes. A popular member of the senior class and of the football and basketball teams, his long absence has been noticed. In addition, he has told two of his closest friends of the diagnosis.

- a. Now that the tests are positive, do you think that Fraser should be allowed to continue in school? Explain your reasons.
- b. If he is allowed to stay in school, do you think he should be isolated from other students (take courses by distance education, be made to use different drinking fountains, etc.)? Explain your answer.
- c. Knowing your peer group, school, or community, how do you feel most people would react towards Fraser?

¹Adapted from Strathcona County Board of Education Resources.



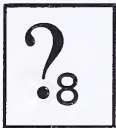
AIDS: A Case Study: Response Page

a. _____

b. _____

c. _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**AIDS: A Case Study: Assignment (continued)**

- d. If Fraser were a member of your friendship group and you learned that his condition was the result of drug abuse, would this change your reaction to him? Explain.
- e. If you knew that his condition was the result of homosexual activity, would this change your reaction? Explain.
- f. If Fraser had not missed school and no one knew of the diagnosis, do you think that others should be told of his condition, or do you feel that would violate his rights as a patient? Explain your answer.
- g. If you and a few of Fraser's other friends wanted to do what you could to make his return to school as positive as possible, what steps could you take to do so?



AIDS: A Case Study: Response Page

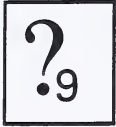
d. _____

e. _____

f. _____

g. _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____



Section 2: Sexuality, Lifestyles, and Society

Birth Control Decision Making: Assignment

Complete the questions which follow, placing your answer on the response pages provided.

- a. *Chantelle and her boyfriend are both 17, are sexually active, but have never used birth control. They are nervous about going to the doctor or to a drugstore, but they definitely know that they cannot afford to have a baby, nor would they consider an abortion if an unwanted pregnancy occurred.*

- (1) What method of birth control do you think they should consider using?
- (2) Explain your reasons.
- (3) Having made this decision, what other decisions or actions must they make/take next?



Birth Control Decision Making: Response Page

- a. (1) _____

- (2) _____

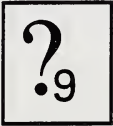
- (3) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**Birth Control Decision Making: Assignment (continued)**

b. *Jerry and Marj have been married for over ten years, and are in their mid thirties. They have three children and feel that their family is large enough.*

- (1) What method of birth control do you think they should consider using?
- (2) Explain your reasons.
- (3) What other decisions or actions must they make/take next?



Birth Control Decision Making: Response Page

b. (1) _____

(2) _____

(3) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**Birth Control Decision Making: Assignment (continued)**

c. *Elizabeth and Tony are getting married later this year. Elizabeth has graduated from college and is working, while Tony has another year to complete in his college program. They feel that the very earliest they will want to start a family is two to three years from now.*

- (1) What method of birth control do you think they should consider using?
- (2) Explain your reasons.
- (3) What other decisions or actions must they make/take next?



Birth Control Decision Making: Response Page

c. (1) _____

(2) _____

(3) _____

Name of Student _____	Student I.D.# _____
Name of School _____	Date _____

**Birth Control Decision Making: Assignment (continued)**

- d. Choose one of the following statements, and write a short composition presenting your opinion for or against that statement. If possible, list at least three reasons why you support or reject the statement. Try to counter opposing points of view in your reasoning.

Contraception is a female's responsibility.

Teens should be able to get birth control without parental consent.

Artificial methods of birth control are unacceptable.

School systems should allow condom machines to be placed in high schools.

**Birth Control Decision Making: Response Page**

d. Statement I have chosen: _____

Composition:

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____



Section 2: Sexuality, Lifestyles, and Society

Teenage Pregnancy: Assignment

Read the following case study involving Chantelle and her boyfriend, and then answer the questions which follow.

“We talked about using birth control or about not having sex anymore, but we never did either, even after a couple of pregnancy scares. You know, when you think you’re pregnant because you missed your period, but then it finally starts and you’re all relieved and you promise never, never to be in that spot again!”

“Well, we always seemed to go back to taking chances and this last time the scare was for real. I’m pregnant, and now, instead of deciding what type of birth control to use, I have to decide what to do about my pregnancy.

“So far I’ve had a lot of advice. My boyfriend has asked if I think I want to have an abortion. He says that it’s one way to be able to get back to normal with our lives. I’ve always been confused about how I feel about abortion, but I don’t think it’s the decision that would feel right for me. Although there would be no child, there would be emotions to deal with.

“I’ve had as many suggestions from my friends as there are friends to get suggestions from! Get married, consider adoption, keep the baby, tell your parents, don’t tell your parents....

“Speaking of parents, I told my mom yesterday. I was surprised about her reaction. She did freak at first, but then she and I sat down, cried a little, and then she said that she and dad would do what they could to help me make a decision. I think she would like to see me make the decision for adoption. She definitely doesn’t want me to get married just because I’m pregnant. She says that if the marriage wasn’t working out, I might begin to blame my child for my problems. You know, ‘If it wasn’t for you....’

“After all these suggestions, I think I know what I’m going to do. I’m going to keep my baby and raise it by myself. I can’t ask my parents to do it for me, and I don’t want to force my boyfriend to do something he doesn’t want to do. I think I’m doing the right thing...at least I hope I am.”

- a. What do you think about Chantelle’s decision to keep her baby? Explain your answer.



Teenage Pregnancy: Response Page

a. _____

Name of Student _____

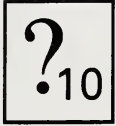
Student I.D.# _____

Name of School _____

Date _____

**Teenage Pregnancy: Assignment (continued)**

- b. How do you feel about her decision not to force her boyfriend to help raise the child? Explain your answer.
- c. How may Chantelle's boyfriend be required to support the child even if he doesn't want to raise the child?
- d. Chantelle said that she had a lot of advice from friends and family about what to do. Suppose you or your girlfriend were facing this decision.
 - (1) What advice do you think you would get from your friends?
 - (2) What advice do you think your family would give you?
 - (3) Who else might be a good source of information, support, or advice?

**Teenage Pregnancy: Response Page**

b. _____

c. _____

d. (1) _____

(2) _____

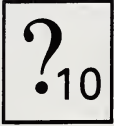
(3) _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

**Teenage Pregnancy: Assignment (continued)**

- e. Some girls choose to surrender their babies for adoption.
 - (1) Why might they choose this alternative?
 - (2) What may Chantelle have felt were disadvantages of this alternative?
- f. (1) Why may Chantelle have rejected the option of abortion?
 - (2) What may other people feel are advantages of this alternative?
- g. In your opinion, which of the alternatives to an unplanned pregnancy is the most positive? Explain your answer.
- h. In your opinion, which of the alternatives to an unplanned pregnancy is the least positive? Explain your answer.

**Teenage Pregnancy: Response Page**

e. (1) _____

(2) _____

f. (1) _____

(2) _____

g. _____

h. _____

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____



Section 2: Sexuality, Lifestyles, and Society

Module Summary: Assignment

As you worked through the readings and activities of Module 6, you had many opportunities to learn about your own sexuality, as well as information and issues concerning sexuality and relationships generally.

Think ahead in your life, and imagine that there will be a point in your future at which time you will be a parent of one or more children who are adolescents. Once you have a picture of this situation in your mind, complete **one** of the assignments which follow. Place your answer on the response pages provided.

Complete either Part A or Part B.

PART A

Create a list of ten resolutions for yourself. These resolutions will deal with what you want to accomplish as a parent — the things you will do or will not do as you prepare your teenagers for their lives as independent adults. To create this list, you may draw upon information from any of the modules that you have completed in the Career and Life Management 20 course.

After the list is complete, choose the one resolution you feel is most crucial, and explain your reasons for choosing it.

PART B

Write your future teenage son or daughter a letter of parental advice. You are writing this letter because no one can ever be sure of the future, and, in case anything were ever to happen to you, you want to make sure that your teenage children receive, from you, positive and caring advice about relationships, sexuality, intimacy, self-esteem, and love.

In thinking of things that you want to be sure they know about life and themselves, you may draw ideas from any or all of the modules of the Career and Life Management 20 course.

After you have completed the letter, choose the one piece of advice that you believe is the most crucial, and explain your reasons for choosing it.



Module Summary: Response Page

[illegible]

(There is more room for your answer on the next response page.)

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

Rough Work

(Marks will not be given for work on this page.)



Module Summary: Response Page

[illegible]

End of Assignments for Module 6: Human Sexuality

Name of Student _____ Student I.D.# _____

Name of School _____ Date _____

N.L.C. - B.N.C.



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